

# Early Years Foundation Stage (EYFS) policy

Raeburn Primary School



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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

At Raeburn, our EYFS is made up of F1(Nursery) and F2 (Reception) provision. In F1 we have a capacity for 60 children per session. Some children are entitled to 570 free hours per year. We charge £4.50 per hour for additional sessions. As well as the school day 9-3, children can do breakfast club 8am to 9am (1hr) or afterschool 3pm to 6pm (3hrs). In F2, we have capacity for 60 children.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

At Raeburn, The Characteristics of Effective Learning underpin our curriculum and how it is taught. Practitioners reflect on the different ways that children learn in order to respond to both the teaching and learning taking place in the environment. The Three characteristics of effective teaching and learning identified by the EYFS are:

- Playing and Exploring
- Active Learning

- Creative and Critical Thinking

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## 4.1 Planning

Although the children are the main drivers that shape our curriculum, our curriculum is mapped out over the year in both F1 and F2 to ensure coverage and a building up of knowledge over time. Our curriculum is supported by our 'Progression of skills' which map out the end points for children across the year. Our curriculum is organised by 'overarching themes' that fit in with the time of year and key celebrations. Both F1 and F2 cover the same theme but the delivery and content is different. Our curriculum is driven through books which are carefully chosen to ensure that the curriculum is delivered in a sequence and builds upon previous learning. Our F1 curriculum aims to prepare children for their Reception year and our F2 curriculum prepares children for their transition to Year 1.

The overarching themes are:

**Autumn 1: Ourselves**

**Autumn 2: Winter**

**Spring 1: New beginnings**

**Spring 2: Spring**

**Summer 1: Summer**

**Summer 2: Getting ready for change**

The RWI scheme is used to teach Phonics and Reading. The White Rose scheme is used for Maths as well as extra 'Mastery' sessions throughout the week in F2. English is taught in F2 using our own curriculum based on a key text each half term. We also complete 'Drawing Club' to enhance writing for a purpose and to engage our children to become 'writers'. F1 use 'Scribble Club'.

Staff plan their classrooms carefully in order to provide an engaging environment that offers open-ended possibilities for the children to develop play and learning. Enhancements will be added to help drive the curriculum, consolidate learning or create 'awe and wonder'.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Children have access to the indoor and outdoor environments throughout the day and staff ensure they are a tool in the classroom to support learning and challenge. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development progresses, we ensure that we deliver a curriculum that supports the children's readiness for year 1.

## 5. Assessment

At Raeburn, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

At Raeburn, we use SONAR to monitor children's progress. Baseline assessments are inputted in the Autumn term and then further assessments are inputted in the Spring and Summer terms. Staff use the 'Raeburn Skills Progression' to ensure that children are in line with expectations at the end of each half term. 'Spotlight' children are identified who may not be meeting this and extra support is put in place.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with families

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

As part of our 'Planning in the Moment', we have focus children each week. When a child is a 'Focus Child', we receive communication from parents/carers which we then use to support our interactions and to identify areas to focus on during the week. At the end of the week, a Focus Child sheet is completed and is shared with parents/carers which includes target areas.

Parents and/or carers are kept up to date with their child's progress and development via our online Learning Journal, Tapestry. We also hold Parents' Evenings in the Autumn and Spring term. Children receive a written report in the Summer term. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Amy McQueen every 2 years.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy